

Catalogue  
THE TEACHERS COLLEGE  
OF THE  
CITY OF BOSTON  
1931-1932





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*Catalogue*

THE TEACHERS COLLEGE  
OF THE  
CITY *of* BOSTON

1931 - 1932



OCTOBER, 1931  
BOSTON  
MASSACHUSETTS



## CALENDAR

1931—1932

First Semester.....	September 14—January 29
First Half.....	September 14—November 13
Second Half.....	November 16—January 29
Education Week.....	November 9—November 13
Christmas Recess.....	December 24—January 4
Mid-Year Examinations.....	January 18—January 29
Second Semester.....	February 1—June 16
First Half.....	February 1—April 8
Second Half.....	April 11—June 16
Mid-Winter Recess.....	February 22—February 29
Spring Recess.....	April 18—April 25
Last Day for Submitting Theses.....	May 16, 1932
Final Examinations.....	June 6—June 16
Class Day.....	June 18, 1932
Commencement .....	June 23, 1932

## TABLE OF CONTENTS

Calendar .....	2
School Committee and Board of Superintendents .....	4
Faculty of The Teachers College .....	5
History of The Teachers College .....	7
Requirements for Admission.....	10
Examinations and Admission.....	11
Courses offered in The Teachers College .....	12
Curriculum for the Degrees of Master of Education and Bachelor of Science in Education .....	14
Curriculum for the Degree of Bachelor of Education.....	16
Curriculum for the Elementary Course.....	18
Curriculum for the Kindergarten-Primary Course .....	19
Summary of Departments.....	20
Description of Courses	
Art .....	21
Commercial Education .....	22
Education .....	22
English .....	25
Foreign Language .....	27
Geography .....	33
Health Education .....	34
History .....	35
Mathematics .....	37
Music .....	39
Physical Education .....	40
Science .....	41
Department of Practice and Training.....	45
The Model School.....	46
Courses for Teachers.....	47
The Library .....	48
The Assembly, Student Activities, and Clubs.....	48
Officers of the Boston Normal School and Teachers College Association.....	52
Members of the College, 1931-1932.....	53
Classification of Graduates, June 1931.....	59

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GRANT DRAKE	<i>Music</i>	Assistant Director of Music
LICE DRISCOLL	<i>Geography</i>	Assistant Professor
I. MARGARET GAFFEY	<i>English</i>	Assistant Professor
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HENRY L. GERRY	<i>Education</i>	Professor
FREDERICK J. GILLIS	<i>Education</i>	Assistant Professor
RANCES W. GIVEN	<i>Latin</i>	Professor
MARION A. GUILFORD	<i>English</i>	Assistant Professor
GRACE E. HACKETT	<i>Art</i>	Assistant, Department of Manual Arts
DENNIS C. HALEY	<i>Science</i>	Professor
GRACE W. HEARTZ	<i>English</i>	Professor
JOSEPH A. HENNESSEY	<i>Visual Education</i>	Assistant Professor
RANCIS J. HORGAN	<i>History</i>	Professor
LEANORE E. HUBBARD	<i>History</i>	Assistant Professor
MIRIAM KALLEN	<i>Elementary Education</i>	Assistant Professor
LIVE A. KEE	<i>Mathematics</i>	Professor
RANCES G. KEYES	<i>Health Education</i>	Assistant Professor
LICE M. KERRIGAN	<i>Science</i>	Assistant Professor
JOSEPH R. LUNT	<i>Science</i>	Professor
BEATRICE MAHANEY	<i>English</i>	Assistant Professor
GRACE S. MANSFIELD	<i>Education</i>	Assistant Professor
MARION MIDGLEY	<i>Oral Expression</i>	Assistant Professor
AGNES G. NASH	<i>English</i>	Assistant Professor
ANNE P. O'HARA	<i>Health Education</i>	Professor
RANCIS P. O'MEARA	<i>Science</i>	Professor
LEONARD O. PACKARD	<i>Geography</i>	Professor
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BERTHA C. QUINNAM	<i>Geography</i>	Assistant Professor
JOHN J. QUINN	<i>Science</i>	Assistant Professor
MARION H. READ	<i>Secondary Education</i>	Professor
TERESA A. REGAN	<i>Elementary Education</i>	Assistant Professor
JAMES D. RYAN	<i>Mathematics</i>	Assistant Professor
KATHARINE H. SHUTE	<i>English</i>	Professor
MARY C. SHUTE	<i>Kindergarten Education</i>	Professor
CAROLINE J. TROMMER	<i>Elementary Education</i>	Assistant Professor
WILLIAM L. VOSBURGH	<i>Mathematics</i>	Professor
HELEN S. S. WILKINSON	<i>Elementary Education</i>	Assistant Professor

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†MARY C. GRANDFIELD	<i>Spanish</i>	
STEPHANIE F. LANGE	<i>French</i>	Temporary Teacher

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MILDRED W. WADSWORTH		Librarian
TERESA M. CALLAGHAN		Assistant Librarian

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MARY E. CARNEY	Secretary
MARIE T. BARRY	Secretary to the Dean
MARGUERITE P. CURRAN	Clerical Assistant
KATHERINE A. GORMLEY	Clerical Assistant
HELEN E. LEARY	Clerk

*\*Absent on leave*

†Assigned from South Boston High School

## HISTORY OF THE TEACHERS COLLEGE

The Teachers College of the City of Boston has for its purpose the training of teachers for service in the Boston public schools. Originating in 1852 as the Boston Normal School, it has been fulfilling for seventy-nine years Horace Mann's idea of the professional training of teachers.

The first recommendation for the establishment of a training school for Boston teachers was made by Nathan Bishop, Esq., the first Superintendent of Schools in Boston. On his suggestion that girls who had completed "with distinguished success" the course of studies in the Grammar Schools qualify themselves in the best manner for teaching, the School Committee requested the City Council to establish a Normal School. Accordingly in the fall of 1852 the Boston Normal School was opened with eighty-six students in the old Adams Schoolhouse on Mason Street, the Public Library occupying the first floor.

After two years, however, "it was found that girls fresh from the grammar schools were not fit candidates for normal training." Consequently, in 1854, the School Committee, with a view to adapting the school to the double purpose of giving the students high school and normal instruction, caused "the introduction of a few additional branches of study and a slight alteration in the arrangement of the course" and called it the Girls' High and Normal School. The school continued under its double name until 1872. At that time, finding that the normal element had become overshadowed by the high school work, the School Committee "separated the two courses and returned the Normal School to its original condition as a separate school."

The regular course of professional training given to high school graduates at that time in preparation for teaching in elementary school was one year. A post-graduate year was added in 1879 with opportunity for substitute teaching. In 1888 the regular course was extended to a year and a half, and again in 1892 to two years. In 1889 a post-graduate course in kindergarten training was introduced and in 1892 made a regular course of two years. Twenty years later, in 1913, both regular courses were increased to three years, the first course called the Elementary Course and the second the Kindergarten-Primary Course.

These two courses provided excellent training for prospective teachers of the elementary and kindergarten grades. But the establishment of intermediate (or junior high) schools in Boston (Grades VII, VIII, and IX) called for another type of teacher for which there was no provision in the local Normal School. Teachers in these grades qualified for their new responsibilities

by means of the various promotional and improvement courses offered by the Board of Superintendents. In the opinion of the Superintendent of Schools, Dr. Jeremiah E. Burke, the work of students preparing to become intermediate grade teachers should be of college standing. Accordingly, in 1922, the School Committee petitioned the General Court and received authority to confer college degrees of Bachelor of Education and Bachelor of Science in Education upon graduates of the Boston Normal School who had satisfactorily completed a four years' course of instruction in the Boston Normal School as prescribed by the Board of Superintendents.

The next feature toward the complete reorganization of the Boston Normal School was the change of name. By authority of the General Court, granted in 1924, the Boston Normal School became The Teachers College of the City of Boston.

The following year (1925) the General Court granted the Boston School Committee authority to confer the degree of Master of Education at The Teachers College of the City of Boston. Thus the time was anticipated when the eligibility requirements for service in high schools should include a master's degree.

The latest change in the organization of the college was effected by the action of the School Committee in 1929, in the extension of the length of the three-year courses to four years. Beginning in 1930, every course leads to a degree.

The degree-bearing courses at The Teachers College are not restricted to the regular students, but are offered to all the teachers of the city. The School Committee has authorized the establishment of Saturday morning, late afternoon, and summer courses, open to the teachers of the city who are seeking professional improvement. Teachers taking these various courses receive college credit and may, if they so desire, secure in time a college degree, or having obtained one degree, they may, by continued study, win a higher one.

Another phase of the work of The Teachers College is the practice teaching done in the schools. In 1864 a training department was organized consisting of three primary schools, representing all of the six grades of the Boston Primary School system. This was used for purposes of observation and practice by the Normal School students. When the Normal School moved into the Rice School building in 1876, the Rice School District was made the Rice Training School. After the Normal courses were extended to two years in 1892, the Rice School was used only for observation and demonstration purposes. In 1908 the Martin School District was organized as a Model School to be used for observation and demonstration purposes. Since 1892 the practice teaching has been carried on in selected classrooms throughout the city.

During its long and eventful history, the Normal School has been housed in four different school buildings. From 1852 to 1870 the work was carried on in the Adams School on Mason

Street; from 1870 to 1876 in the Girls' High School on West Newton Street; from 1876 to 1907 in the Rice School on Dartmouth Street. In 1907 the school moved to its own group of buildings on Huntington Avenue, near Longwood Avenue. With comfortable classrooms, art and music rooms, modern laboratories, gymnasium, and library, the present home of The Teachers College is well-equipped for effective work.

The Teachers College is today an educational center for the city, not only providing a thorough preparatory training for teachers of all school grades, but also affording a splendid opportunity for professional development continuous throughout the years of service. From it radiates an inspiration that is influencing the great majority of teachers and must affect with enduring beneficence the entire school system. This achievement in the development of the educational system of the City of Boston has been accomplished through the co-operation of Superintendent Burke, the Board of Superintendents, and the School Committee with the two former heads of the institution, Larkin Dunton and Wallace C. Boyden.



## REQUIREMENTS FOR ADMISSION

1. All candidates for admission to The Teachers College of the City of Boston in June, 1932 must be certified (obtain a grade of A or B) or pass the examination in the following required non-progressive subjects of the first three years:

Algebra I.

Geometry I.

Physics, Chemistry, or Biology.

One unit of History other than American.

Candidates must also offer certificate grade or pass examinations in two units of elective work, selected from the following:

History—One or two units other than those required for examination.

Civics—One unit.

Mathematics—One or two units.

Science—One unit.

Foreign Language—One or two units.

If two units are offered in Foreign Language they must represent two years of one language.

Examinations will be offered at the end of the third year to clear up deficiencies (grades of less than B) of the first three years in non-progressive subjects, as listed above.

2. Pupils who fail of certification in the progressive subjects (English and Foreign Language) for the first three years will be examined in the work of the fourth year only. If the candidate passes successfully the examinations of the fourth year in a progressive subject, the deficiency of the previous years will be removed.

Certification in Mathematics III will remove conditions in Mathematics I or II, or both, provided the Head Master certifies that Mathematics III includes Algebra and Geometry. If Mathematics IV includes Algebra and Geometry, it likewise becomes a progressive subject.

3. All candidates will take examinations in the required subjects of the fourth year. Since this is a strictly competitive examination, results of other than Board of Superintendents' examinations will not be accepted to offset requirements.

The required subjects for all candidates are:

- a. English—fourth year.



- b. Foreign Language (Latin, Spanish, French, Italian, German)—fourth year.
- c. History:  
     United States History under the Constitution,  
         *or*  
     The History of Greece and Rome.
- d. Science:  
     Either Chemistry, Physics, or Biology,  
         *or*  
     Mathematics—one paper in Algebra and Geometry.

- 4. All candidates must be residents of the City of Boston.
- 5. All papers will be evaluated on a percentage basis. Each paper will be read by at least two examiners and a mark assigned to the paper. The sum of the marks obtained, in the required subjects, by a candidate will determine her place on the eligible list.

### EXAMINATIONS

- I. TIME.—Examinations for candidates for admission to The Teachers College of the City of Boston will be held during the month of June. The exact dates may be learned on application to the Board of Examiners, 15 Beacon Street, Boston.
- II. PLACE.—All examinations will be held at The Teachers College of the City of Boston, Huntington and Longwood Avenues.
- III. APPLICATIONS.—Applications should be made to the office of the Secretary of the School Committee, 15 Beacon Street, Boston, for the prescribed form for the certification of candidates.
- IV. MEDICAL EXAMINATIONS.—All candidates for admission to The Teachers College are required to pass a medical examination, given under the direction of the Director of School Hygiene of the Boston Public Schools, showing that the candidates have good health and no physical characteristics likely to interfere with their success as teachers.

### ADMISSION

- I. TIME.—Students are admitted at the beginning of the school year and at no other time.
- II. PROBATION.—All students are admitted on probation, and if, in the opinion of the Board of Superintendents, they prove unsatisfactory, they may be dismissed from the College.

## COURSES OFFERED IN THE TEACHERS COLLEGE OF THE CITY OF BOSTON

The Teachers College of the City of Boston offers the following courses:

I. A four year course leading to the degree of Bachelor of Education.

1. Kindergarten-Primary Course.

The successful completion of this course will qualify for temporary service in the Kindergarten and Grades I and II.

2. Elementary Course.

The successful completion of this course will qualify for temporary service in Grades III to VI, inclusive.

3. Intermediate course.

The successful completion of this course will qualify for temporary service in Grades VII to IX, inclusive.

II. A five year course leading to the degree of Master of Education, with the degree of Bachelor of Science in Education at the end of the fourth year.

The successful completion of this High School Course will qualify for temporary service in Grades IX to XII, inclusive.

Previous to September, 1930, students entering the Teachers College might take one of the following courses:

Elementary Course—Three Years.

Kindergarten-Primary Course—Three Years.

Course leading to degree of Bachelor of Education—Four Years—in preparation for teaching in the intermediate school.

Course leading to degree of Master of Education—Five Years—with the degree of Bachelor of Science in Education at the end of the fourth year—in preparation for teaching in the high school.

Beginning in September, 1930, all students entering The Teachers College are required to take at least a four-year course leading to a Bachelor's degree. Those desiring to qualify to teach in the high school take the fifth year leading to the degree of Master of Education.

The curricula for the courses are given on the following pages.

## CURRICULUM IN EFFECT SEPTEMBER 1, 1930

(For students entering The Teachers College  
in 1930 and thereafter.)

*First Year*

	<i>Hours a week</i>
Education 11-12 (Introduction to Education) .....	3
English 11-12 (English Composition) .....	3
English 13-14 (Oral Expression) .....	1
Health Education 11-12 .....	3
History 11-12 (Foundations of American Civilization) ..	3
Physical Education 11-12 .....	2
Elective .....	3 or 4
Art 11-12 (Drawing and Painting)	
Commercial Education 11-12 (Bookkeeping and Business Arithmetic)	
French 11-12 (Phonetics, Reading, Composition)	
Geography 11-12 (Fundamentals of Elementary Geography)	
Latin 11-12 (Latin Literature, Composition)	
Mathematics 11-12 (Trigonometry and Geometry of Space)	
Music 11-12 (Theory)	
Science 11-12c (General Chemistry)	
Spanish 11-12 (Pronunciation, Reading, Composition)	

*Second Year*

	<i>Hours a week</i>
Art 21 or 22 (Art Appreciation) ( <i>One semester</i> ) .....	3
Education 21-22 (Educational Psychology) .....	3
English 21-22 (History of English and American Literature .....)	3
Music 21 or 22 (Appreciation of Music) ( <i>One semester</i> )	3
Physical Education 21-22 .....	2
Science 21-22b (Biology) .....	4
Elective .....	3 or 4
Art 23-24 (Drawing and Painting)	
Commercial Education 21-22	
French 21-22 (Seventeenth Century Literature, Composition)	
Geography 11-12 or 21-22 (Elementary Geography)	
History 21-22 (English History)	
Latin 21-22 (Latin Literature, Composition)	
Mathematics 21-22 (Mathematical Analysis)	
Music 23-24 (Advanced Music)	
Spanish 21-22 (Nineteenth Century Literature, Composition)	

*Third Year*

Curriculum in preparation.

*Fourth Year*

Curriculum in preparation.

## CURRICULUM FOR THE DEGREE OF MASTER OF EDUCATION

(Five years with the degree of Bachelor of Science in Education  
at the end of the fourth year.)

(For students entering before September, 1930)

### *First Year*

(Not offered after June, 1930)

	<i>Hours a week</i>
Education 1 (Educational Psychology) .....	3
English 1 (Composition) .....	4
Mathematics 1a and 1b or History 1 .....	4
Mathematics 1a—Plane Trigonometry	
Mathematics 1b—Geometry of Space and Spherical Trigonometry	
History 1—History of Western Europe from the Fall of the Roman Empire to the present time	
Science 1B or Foreign Language 1 .....	4
Science 1B—Biology	
Foreign Language	
Latin	
French	
Spanish	
Art 2 (Art Appreciation) .....	2
Physical Education 1 .....	2

### *Second Year*

(Not offered after June, 1931)

Education 3 (Principles of Secondary Education) ....	3
English 4b (History of American and English Literature)	3
Mathematics 21-22 or History 2 .....	4
Mathematics 21-22—Mathematical Analysis	
History 2—English History	
Health Education S2C or Foreign Language 2 .....	4
Health Education S2C—Health Education	
Foreign Language	
Latin	
French	
Spanish	
Music 6 (Music Appreciation) .....	2
Physical Education 2 .....	2

### *Third Year*

Education 5 (History of Education) ( <i>one semester</i> ) ....	3
Education 7 (High School Methods) ( <i>one semester</i> ) ....	3
Health Education S2D (For students who have not had S2C) ( <i>one semester</i> ) .....	4
History 3 (Modern Governments) .....	4

Major Elective.....	4
Chosen from:	
English	
Foreign Language	
Latin	
French	
Spanish	
History	
Mathematics	
Science	
*Minor Elective.....	4
Chosen from subjects in the above list related to the elected major.	
Physical Education 4.....	2

#### *Fourth Year*

Education 8 and 9 (Mental and Scholastic Tests).....	3
Education 13 and 14 (Educational Sociology).....	3
Education 45 (Character Education) ( <i>one semester</i> )...	1
†Major Elective.....	4
Chosen from:	
English	
Foreign Language	
Latin	
French	
Spanish	
History	
Mathematics	
Science	
*Minor Elective.....	4
Chosen from subjects in the above list related to the elected major.	
Physical Education 5.....	2

#### *Fifth Year*

Education 52 (Advanced Psychology).....	3
English 58 (Advanced English Composition) For stu- dents not majoring in English).....	4
Physical Education 52.....	2
†Major Elective.....	4
Chosen from:	
English	

\*Those who elect a foreign language in the first and second years must select Science S3Bb as a minor elective, one semester, in the third or fourth year.  
Italian may be chosen as a minor elective.

†Major subjects must be the same as that taken in third year.

Foreign Language	
Latin	
French	
Spanish	
History	
Mathematics	
Science	
*Minor Elective.....	4
Chosen from subjects in the above list related to the elected major:	
Methods of Teaching.....	2
English	
Foreign Language	
Latin	
French	
Spanish	
History	
Mathematics	
Science	
Thesis. A thesis on some subject either in the field of the elected major or in the field of Education is required of all fifth-year students.	

## CURRICULUM FOR THE DEGREE OF BACHELOR OF EDUCATION

(For students entering before September, 1930)

*First Year*

(Not offered after June, 1930)

	<i>Hours a week</i>
Education 1 (Educational Psychology).....	3
English 1 (Composition).....	4
Mathematics 1a and 1b or History 1.....	4
Mathematics 1a—Plane Trigonometry	
Mathematics 1b—Geometry of Space and Spherical Trigonometry	
History 1—History of Western Europe from the Fall of the Roman Empire to the present time	
Science 1B or Foreign Language 1.....	4
Science 1B—Biology	
Foreign Language	
Latin	
French	
Spanish	
Art 2 (Art Appreciation).....	2
Physical Education 1.....	2

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\*Italian may be chosen as a minor elective.



Second Year

(Not offered after June, 1931)

Education 3 (Principles of Secondary Education).....	3
English 4b (History of English and American Literature)	3
Mathematics 2a-b or Geography 2.....	4
Mathematics 2a-b—Mathematical Analysis	
Geography 2—Elementary Geography	
Health Education S2C or Foreign Language 2.....	4
Health Education S2C—Health Education	
Foreign Language	
Latin	
French	
Spanish	
Music 6 (Music Appreciation).....	2
Physical Education 2.....	2

Third Year

Education 5 (History of Education) ( <i>one semester</i> )....	3
Education 6 (Intermediate School Problems) ( <i>one semester</i> ) .....	3
Health Education S2D (For students who have not had S2C) ( <i>one semester</i> ).....	4
History 3 (Modern Governments).....	4
Science S3Bb (Biology) (For students who have not had Natural Science, first year) ( <i>one semester</i> )..	4
Major Elective.....	4
Chosen from:	
Art	
English	
Foreign Language	
Latin	
French	
Spanish	
Geography	
History	
Mathematics	
Science	
*Minor Elective.....	4
Chosen from subjects in the above list related to the elected major	
Physical Education 4.....	2

Fourth Year

One semester devoted to practice teaching.

One semester devoted to instruction at The Teachers College as follows:

Education 8 (Mental and Scholastic Tests).....	3
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\*Those who elect a foreign language in the first and second years must select Science S2D as a minor elective, one semester, in the third or fourth year.  
Italian may be chosen as a minor elective.

# 18 *Catalogue of The Teachers College*

Education 13 (Educational Sociology) .....	3
Education 45 (Character Education) ( <i>one semester</i> ) ..	1
*Major Elective .....	4
Chosen from:	
Art	
English	
Foreign Language	
Latin	
French	
Spanish	
Geography	
History	
Mathematics	
Science	
†Minor Elective .....	4
Chosen from subjects in the above list related to the elected major	
Physical Education 5 .....	2

## CURRICULUM FOR THE ELEMENTARY COURSE

(For students entering before September, 1930)

### *First Year*

(Not offered after June, 1930)

	<i>Hours a week</i>
Education 1 (Psychology) .....	3
Education 2a (Elementary Education) .....	1½
English 1 (Composition) .....	4
English (Oral English) ( <i>one semester</i> ) .....	2
Science 1B (Biology) .....	4
Art 1a and 1b (Drawing and Manual Training) ( <i>one semester</i> ) .....	3
Music 1 (Theory of Music) ( <i>one semester</i> ) .....	3
Physical Education 1 .....	2
Observation .....	2

### *Second Year*

(Not offered after June, 1931)

Education 2b (Introduction to Use of Tests) ( <i>one semester</i> ) .....	2
Education 2c (Beginnings of Industrial Arts) ( <i>one semester</i> ) .....	2
Education 4c (Pre-School Education) ( <i>one semester</i> ) ..	1
English 2a (English Methods) ( <i>one semester</i> ) .....	4
Health Education 11-12 .....	3

\*Major subject must be the same as that taken in third year.

†Those who elect a foreign language in the first and second years must select Science S2D as a minor elective, *one semester*, in the third or fourth year.  
Italian may be chosen as a minor elective.

Mathematics 2e (Methods of Teaching Elementary Mathematics) . . . . .	4
Geography 2E (Elementary Geography) . . . . .	3
Music 2 (Methods) . . . . .	1
Penmanship 1 (Modern Handwriting) . . . . .	1
Physical Education 2 . . . . .	2

*Third Year*

One semester devoted to practice teaching.

One semester devoted to instruction at The Teachers College as follows:

Education 5 (History of Education) . . . . .	3
Education 4d (Teaching Problems of the Elementary School) . . . . .	2
Education 37 or 38 (Citizenship Training) . . . . .	1
English 3a (Children's Literature) ( <i>one-half semester</i> ) . . . . .	4
English 4a (History of English and American Literature) ( <i>one-half semester</i> ) . . . . .	4
Geography 3E (Teaching of Geography) . . . . .	2
History 7 (American History) . . . . .	3
Art 4 (Methods) ( <i>one-half semester</i> ) . . . . .	3
Music 3 (Appreciation) ( <i>one-half semester</i> ) . . . . .	3
Physical Education 3 . . . . .	2

CURRICULUM FOR THE KINDERGARTEN-PRIMARY COURSE

(For students entering before September, 1930.)

*First Year*

(Not offered after June, 1930)

	<i>Hours a week</i>
Education 1 (Psychology) . . . . .	3
Education 2b (Introductory Course in Elementary Education) ( <i>one semester</i> ) . . . . .	1
Education 10b (Kindergarten Theory) . . . . .	3
Kindergarten Technique 11 . . . . .	1
English 1 (Composition) . . . . .	4
English 6 (Oral English) ( <i>one semester</i> ) . . . . .	2
Science 6 (Nature Study) . . . . .	4
Music ( <i>one semester</i> ) . . . . .	2
Physical Education 1 . . . . .	2
Observation ( <i>first semester</i> ) . . . . .	2
Observation ( <i>second semester</i> ) . . . . .	3

*Second Year*

(Not offered after June, 1931)

Education 2d (Technique of Teaching in Primary Grades) ( <i>one semester</i> ) . . . . .	3
Education 10c (Kindergarten Principles) . . . . .	3

Kindergarten Technique 2 and 3 (Play Materials; Songs and Games).....	3
English 2b (English in Primary Grades) ( <i>one semester</i> ).....	3
English 3b (Story-Telling) ( <i>one semester</i> ).....	1
Health Education S2B ( <i>one semester</i> ).....	3
Art 3 (Drawing and Painting) ( <i>one semester</i> ).....	3
Music 4 (Methods).....	1
Physical Education 2.....	2
Observation and Practice.....	6

### Third Year

One semester devoted to practice teaching.

One semester devoted to instruction at The Teachers College as follows:

Education 5 (History of Education).....	3
Education 4d (Teaching Problems of the Primary Grades) ( <i>one-half semester</i> ).....	1
Education 11a (Child Welfare, etc.).....	3
Education 11b (The Testing of Young Children ).....	2
Education 11c (Curriculum Making).....	2
English 4a (History of English and American Literature) ( <i>one-half semester</i> ).....	4
History 8 (American History).....	2
Art 5 (Appreciation) ( <i>one-half semester</i> ).....	2
Music 5 (Methods and Piano Practice) ( <i>one-half semester</i> ).....	2
Physical Education 3.....	2
Observation and Practice.....	3

### SUMMARY OF DEPARTMENTS

The Teachers College of the City of Boston offers courses in the following departments:

Art	Geography
Commercial Education	Health Education
Education:	History
Kindergarten	Mathematics
Elementary	Music
Secondary	Physical Education
English	Science:
Foreign Language:	Biology
Latin	Chemistry
French	General Science
Spanish	Physics

## DESCRIPTION OF COURSES

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### ART

MISSSES BEAN AND HACKETT

A11-12.—DRAWING AND PAINTING. Elective for first-year students. *Design*. Advanced creative work in color and pattern composition. Analysis of historic and modern work in construction and decoration. *Representation*. Advanced creative work in free-hand drawing and painting. Study of facts of structure, truths of appearance, and interpretative and imaginative themes. Application of design principles in the composition of subjects. Analysis of historic and modern work in drawing and painting with study of originals in the Museum of Fine Arts. Adaptation of the principles of design and representation to such crafts as time permits. Three hours a week throughout the year.

A21 or 22.—ART APPRECIATION. Required of second-year students. The course includes a study of ideas and motives common to nature and art; the elements of beauty and the laws of order; the historic background of architecture, sculpture, painting, and the related arts; and a consideration of the civic, domestic, and personal arts of our own day. The classroom work is supplemented by visits to notable buildings of the city, to galleries, and to the Museum of Fine Arts. Illustrated note-books are required. Three hours a week for one semester.

A23-24.—DRAWING AND PAINTING. Advanced course. Elective for second-year students. This course consists of advanced work in the subjects outlined in A11-12. Three hours a week throughout the year.

A4.—METHODS IN ART EDUCATION. Required of Elementary third-year students. The course includes a study of methods; (1) handling supplies and equipment; (2) presenting the elements of space and tone to children; (3) stimulating creative expression in both design and representation; (4) developing general appreciation of order and beauty. Illustrated notebooks are required. Three hours a week, one-half semester.

- A5.—ART APPRECIATION. Required of all Kindergarten-Primary third-year students. A brief study of the elements of beauty and principles of design as illustrated in the modern world, the emphasis being placed on good taste in the enjoyment of civic, domestic, and personal arts. The work includes field trips and visits to the Museum of Fine Arts. Two hours a week, one-half semester.

## COMMERCIAL EDUCATION

ASSISTANT PROFESSOR REGAN.

- CEd11-12.—BOOKKEEPING AND BUSINESS ARITHMETIC. Elective for first-year students. The course includes a study of (1) the fundamental principles of modern accounting; (2) the nature and use of the chief books of account; (3) the application of this knowledge to the bookkeeping of individuals and of partnerships; (4) the business arithmetic and handwriting incidental to these records. Four hours a week throughout the year.

## EDUCATION

PROFESSORS DICKSON, GERRY, HEARTZ, READ, MARY C. SHUTE  
AND ASSISTANT PROFESSORS BURNCE, GILLIS, HENNESSEY,  
KALLEN, MANSFIELD, REGAN, TROMMER, WILKINSON.

- Ed11-12.—INTRODUCTION TO EDUCATION. Required of first-year students. This course is basically an exploratory or orientation course embracing the whole field of education and teaching. It is planned to give the student a general perspective of her profession and to enable her to choose more wisely the unit of the Boston system in which she may choose to work. Enough material is presented under four major divisions to give the learner a fairly comprehensive and appreciative idea of (1) teaching as a profession, (2) teaching and learning processes, (3) curriculum problems, and (4) comparative contemporary education. The program is general and introductory. Classroom discussions and lectures are supplemented by observation of the different teaching levels in the city schools. Three hours of recitation and two hours of observation a week throughout the year.
- Ed21-22.—EDUCATIONAL PSYCHOLOGY. Required of second-year students. This course develops in an intensive way psychological principles of educational significance to which the student is introduced in Ed11-12. It aims to make the study of principles so intensive and their applications to educational situations so significant that students are further prepared to select a special level of



teaching and to undertake the detailed consideration of teaching methods in subsequent courses. Three hours a week throughout the year.

Ed5.—**HISTORY OF MODERN EDUCATION.** Required of third-year students. This course stresses educational developments since 1789 in France, Prussia, England, and the United States as conditioned by the three factors of nationalism, industrialism, and democracy. Three hours a week, one semester.

Ed11a.—**PART I. CHILD WELFARE.** Required of Kindergarten-Primary third-year students. In this course a study is made of the kindergartner's work in the community, her responsibility toward handicapped children, her visits in the homes of children, and her methods of conducting mothers' meetings.

**PART II. THE PLACE OF THE KINDERGARTEN IN EDUCATION.** Required of Kindergarten-Primary third-year students. This course presents a survey and summary of the three years of work, seeking to place the Kindergarten and its principles in proper relation to the child's general development, and to other educational movements. Three hours a week, one semester.

Ed11b.—**AN INTRODUCTORY COURSE IN THE TESTING OF YOUNG CHILDREN.** Required of Kindergarten-Primary third-year students. The course includes a study and comparison of various tests, observation of testing in the kindergarten, and practice in administering and scoring tests. Simple statistics of measurement are also studied. Two hours a week, one semester.

Ed11c.—**THE THEORY AND PRACTICE OF CURRICULUM MAKING.** Required of Kindergarten-Primary third-year students. This course, given by one of the Directors of Kindergartens, is closely connected with the practice work in kindergartens. Two hours a week, one semester.

Ed4d.—**TEACHING PROBLEMS OF THE ELEMENTARY SCHOOL CURRICULUM.** Required of Kindergarten-Primary and Elementary third-year students. This is a summarizing or integrating course which deals with a comparative study of the educational values of the older and the less well-known techniques in their application to the elementary school curriculum. An attempt is made to analyze and evaluate the various stages of instruction in operation in the elementary schools today and to work out socialized activity units of work or correlated units of study suited to the needs of the child and the requirements of the curriculum. The students alternate the work of this course with their practice work in the city schools. Kindergarten-Primary students, one hour a week, one-

half semester. Elementary students, two hours a week, one semester.

Ed37or38.—CITIZENSHIP TRAINING THROUGH CHARACTER DEVELOPMENT. Required of Elementary third-year students. This course deals with methods of teaching character education in the grades of the elementary school. One hour a week, one semester.

Ed6.—INTERMEDIATE SCHOOL PROBLEMS. Required of Secondary third-year students who are candidates for the degree of Bachelor of Education. It emphasizes problems involved in (1) establishing the learning situation, (2) exploration, and (3) schoolroom practices. Attention is given to the development of certain fundamental concepts relating to the aims and functions of the intermediate school, individual differences, adapting instruction to needs, extra-classroom activities, and social control. Two hours of classroom discussion and one hour of observation in secondary schools a week, one semester.

Ed7.—HIGH SCHOOL METHODS. Required of Secondary third-year students who are candidates for the degree of Bachelor of Science in Education. The course stresses practical applications of the principles underlying general methods of teaching. Attention is given to (1) routine factors, (2) selection and arrangement of subject-matter, (3) general methods of teaching, (4) personality of the teacher, and (5) certain specific outcomes or values. Two hours of classroom discussion and one hour of observation in secondary schools a week, one semester.

Ed8.—MENTAL AND SCHOLASTIC TESTS. Required of Secondary fourth-year students. This course deals with the philosophy and theory of testing and with the construction and use of tests. It aims to give a basis for appreciating the values and limitations of tests, for selecting or constructing testing instruments suited to particular purposes, and for interpreting the results of testing. Three hours a week, first semester.

Ed9.—MENTAL AND SCHOLASTIC TESTS. Required of Secondary fourth-year students who are candidates for the degree of Bachelor of Science in Education. This course is a continuation of Ed8. It considers in greater detail the principles of design, application, and interpretation of tests. Four hours a week, second semester.

Ed13.—EDUCATIONAL SOCIOLOGY. Required of Secondary fourth-year students. This course is an intensive, critical study of society and of the means by which the school may best insure the individual's effective participation in present

and future group living. The course considers especially: (1) social groups, forces, and values; (2) certain developing changes in objectives and in methods in the secondary curriculum; (3) certain phases of the guidance movement, including educational, vocational, and ethical guidance. Three hours a week, first semester.

Ed14.—EDUCATIONAL SOCIOLOGY. Required of Secondary fourth-year students who are candidates for the degree of Bachelor of Science in Education. The course is a continuation of Ed13. It considers in further detail the control and improvement of social living. In particular, the course considers how each subject in the secondary curriculum may in content and in method yield most to the individual's vocational, social, and civic efficiency. Three hours a week, second semester.

Ed45.—CHARACTER EDUCATION IN THE INTERMEDIATE AND SECONDARY SCHOOL. Required of Secondary fourth-year students. The course is an introduction to the theory and practical use of character education in intermediate and secondary schools. One hour a week, first semester.

Ed52.—ADVANCED PSYCHOLOGY. Required of Secondary fifth-year students. This course considers the native equipment of pupils and the differences that are developed upon the basis of their endowments; the processes of learning as they are moulded by psychological conditions and explained by psychological principles; and, finally, the means and advantages of measuring pupils' abilities and achievements. Three hours a week, second semester.

## ENGLISH

PROFESSORS KATHARINE H. SHUTE, HEARTZ, AND ASSISTANT PROFESSORS BRENNAN, BURNC, GAFFEY, GUILFORD, MAHANEY, MIDGLEY, NASH.

E11-12.—ENGLISH COMPOSITION. Required of first-year students. The course includes: (1) a study of technical English; (2) assigned reading of literary masterpieces, (3) oral reports; (4) written themes including exposition, argument, biography, and the short story. Three hours and one conference a week throughout the year.

E13-14.—ORAL EXPRESSION. Required of first-year students. This course aims to help the students speak pleasantly, effectively, and without strain, and to give them ease and self-control before an audience. It includes voice training, diction, and reading with some degree of artistic interpretation. One hour a week throughout the year.

- E21-22.—HISTORY OF ENGLISH AND AMERICAN LITERATURE. Required of second-year students. The general content of the course is the same as that of E4a, but the work is more intensive. Collateral reading, oral and written reports. Three hours a week throughout the year.
- E3a.—LITERATURE FOR CHILDREN. Required of Elementary third-year students. The course includes a study of: (1) folk tales and fables; fairy tales, ancient and modern; myths, legends, and hero tales, ancient and medieval; (2) stories of real life; (3) stories of nature and of animal life; (4) poetry for children. Collateral reading. Four hours a week, one-half semester.
- E4a.—HISTORY OF ENGLISH AND AMERICAN LITERATURE. Required of Elementary and Kindergarten-Primary third-year students. The course includes a study of: (1) English literature from Anglo-Saxon times to the present day; (2) American literature from Colonial times to the present day. Collateral reading, written reports. Four hours a week, one-half semester.
- E7.—ADVANCED ENGLISH COMPOSITION. Elective as a minor for Secondary third-year and fourth-year students. History of the English language; principles of composition; practice in composition; individual conferences; methods of teaching composition in the intermediate schools. Four hours a week throughout the year.
- E8.—THE ENGLISH ESSAY. Elective as a major for Secondary third-year students. The course includes a study of the development and characteristics of the English essay; readings from the work of the most eminent essayists; the editing of an essay; the writing of original essays; a brief consideration of the teaching of the essay in the intermediate and high schools. Four hours a week, first semester.
- E9.—ENGLISH POETRY. Elective as a major for Secondary third-year students. The course includes a study of the nature and technique of poetry, and of the development of poetry through successive periods of English literature; the reading and interpretation of poetry; oral and written reports; practice in writing verse; and a brief consideration of the teaching of poetry in the intermediate and high schools. Four hours a week, second semester.
- E10.—ENGLISH PROSE FICTION. Elective as a major for Secondary fourth-year students. The course includes a study of prose fiction as an art; a chronological view of its development in English literature; collateral reading; oral and written reports; and a brief consideration of the teaching of prose fiction in the intermediate and high schools. Four hours a week, first semester.

E11.—*from* THE ENGLISH DRAMA. Elective as a major for Secondary fourth-year students who are candidates for the degree of Bachelor of Science in Education. The course includes a study of the development and technique of the English drama; the reading of standard and contemporary plays; reviews; original work; and methods of teaching the drama in the intermediate and high schools. Four hours a week, second semester.

E47-48.—ADVANCED ENGLISH COMPOSITION. Required of graduates of Elementary Course, returning for a fourth year. Principles and technique of composition; practice in writing; individual conferences; methods of teaching composition. Three hours a week throughout the year.

E54.—ENGLISH AND AMERICAN LITERATURE. Required as a major for Secondary fifth-year students who are specializing in English. The course offers an opportunity for advanced work in English and American literature. Readings, discussions, reports, and conferences. Four hours a week, second semester.

E56.—THE TEACHING OF ENGLISH IN THE HIGH SCHOOL. Required of Secondary fifth-year students who are majoring in English. The course includes: (1) a consideration of the aims and principles involved in the teaching of composition and literature; (2) the reading of representative texts and scientific studies; (3) the discussion of the classroom experience of the students; (4) the preparation and presentation of units of work meeting the needs of typical classroom situations. Two hours a week, second semester.

E58.—ADVANCED ENGLISH COMPOSITION. Required of Secondary fifth-year students who are not majoring in English. Academic work. Four hours a week, second semester.

## FOREIGN LANGUAGE

PROFESSORS BARR, GARTLAND, GIVEN.

### LATIN

L11-12.—LATIN LITERATURE, COMPOSITION. Elective for first-year students who have offered the maximum amount of Latin for admission. The course includes: (1) translation of Livy (Book I or XXI), Horace (Odes and Epodes), Plautus (Captives or Trinummus), Terence (Phormio); (2) review of Latin grammar and writing of connected prose. Four hours a week throughout the year.



L21-22.—LATIN LITERATURE, COMPOSITION. Elective for students who have completed L11-12. The course includes: (1) translation of Catullus (selections), Tacitus (selections from the Annals), Martial (selected Epigrams), Pliny and Cicero (selected Letters); (2) extended study of idiom and practice in writing Latin. Four hours a week throughout the year.

L3.—GENERAL SURVEY OF LATIN LITERATURE, COMPOSITION. Elective as a major for Secondary third-year students. L21-22 is a prerequisite. The course includes: (1) lectures, reports, and extensive reading of Latin authors, the aim being to trace the development of the various kinds of prose and poetry, and to consider the political and social conditions which affected this development; (2) practice in Latin expression and style. Four hours a week throughout the year.

*Omitted in 1931-32.*

L4a.—TEACHING OF LATIN IN GRADES VII-XII. Elective as a major for Secondary fourth-year students. The course includes: (1) lectures; (2) reading; (3) discussion of the following topics as they apply to the respective grades,—objectives, content and background, methods. Four hours a week, first semester.

L4b.—TOPOGRAPHY AND ARCHAEOLOGY OF ROME. Elective as a major for fourth-year students. The course includes: (1) the history of the development of the ancient city and its monuments; (2) a study of Roman architecture and sculpture. Two hours a week, second semester.

*Omitted in 1931-32.*

L4c.—SIGHT READING AND WRITING OF LATIN. Elective as a major for fourth-year students. Two hours a week, second semester.

*Omitted in 1931-32.*

L4d.—VERGIL. Elective as a major for Secondary fourth-year students. The course includes translation of the Eclogues, Georgics, and selections from the Aeneid. Four hours a week, second semester.

L52.—LATIN LITERATURE OF THE EARLY EMPIRE. Elective as a major for Secondary fifth-year students. This course affords an opportunity to study the literature as a source book of history, customs, and topography of Rome. It will be supplemented by lectures and reports. Rapid reading without translation is one of the features of the course. Four hours a week, second semester.



- L54.—TEACHING TECHNIQUES IN LATIN. Elective as a major for Secondary fifth-year students. This course includes: (1) a study of recent educational research as it has influenced the teaching of Latin; (2) the evaluation of the newer techniques in the light of the student's previous teaching experience. Two hours a week, second semester.

## FRENCH

- F11-12.—PHONETICS, READING, COMPOSITION. Elective for first-year students who have successfully completed three or four years of high-school French; required of first-year students who are planning to major in French. The course includes an introduction to the scientific study of French phonetics and the correction of defective pronunciations; the study of modern French prose with exercises for assimilation and reproduction; an introduction to the study of nineteenth century lyrics and to classic texts of the seventeenth century theatre. Supplementary readings and book reports in French. Composition: oral themes on topics selected from the history of France, French art and civilization. Four hours a week throughout the year.
- F21-22.—SEVENTEENTH CENTURY LITERATURE, COMPOSITION. Elective for students who have completed F11-12; required of second-year students who are planning to major in French. The course includes a survey of French literature from the *chansons de geste* to the seventeenth century; special study of seventeenth century literature. Lectures, collateral reading, intensive study of selected texts. Discussions and reports in French. Composition: practical exercises in grammar and syntax; free composition, oral and written, consisting of recitations on lecture material, summaries, book reports. Four hours a week throughout the year.
- F3.—NINETEENTH CENTURY LITERATURE, COMPOSITION. Required of Secondary third-year students majoring in French; elective as a minor for students who have completed F11-12 and F21-22. The course includes a survey of French literature of the eighteenth century; special study of the literature of the Romantic period. Lectures, collateral reading, analysis of selected texts. Discussions and reports in French. Composition: practical exercises in grammar and syntax; free composition, oral and written, consisting of recitations on lecture material, summaries, book reports. Four hours a week throughout the year.

F41.—MODERN FRENCH PROSE, COMPOSITION, METHODS OF TEACHING FRENCH. Required of Secondary fourth-year students majoring in French; elective as a minor for students who have completed F21-22. The course includes a study of the French novel and short story from Balzac to the twentieth century. Lectures, collateral reading, intensive study of selected texts. Discussions and reports in French. Composition: continuation of the exercises in free composition; translation from English into French. Methods: the teaching of French, methods of presentation, technique, and materials for Grades VII, VIII, and IX. Four hours a week, first semester.

F42.—MODERN FRENCH DRAMA, COMPOSITION. Required of candidates for the degrees of Bachelor of Science in Education and Master of Education who are majoring in French. The course includes a study of French drama from 1850 to the end of the nineteenth century. Lectures, collateral reading, and intensive study of selected texts. Composition: continuation of the exercises in free composition, oral and written; translation of literary passages to and from French. Four hours a week, second semester.

F44.—MODERN FRENCH POETRY, COMPOSITION. Required of candidates for the degrees of Bachelor of Science in Education and Master of Education who are majoring in French. The course includes the study of French poetry from 1850 to the end of the nineteenth century. Lectures, collateral reading, and analysis of selected poems. Composition: continuation of the exercises in free composition, oral and written; translation of literary passages to and from French. Four hours a week, second semester.

*Omitted in 1931-32.*

F52.—METHODS OF TEACHING FRENCH. Required of Secondary fifth-year students majoring in French. The teaching of French: methods of presentation, technique, and materials for Grades X, XI, and XII. Two hours a week, second semester.

F37m.—READING, GRAMMAR, COMPOSITION. Elective as a minor for Secondary third- or fourth-year students who have successfully completed two or three years of high-school French. Reading of representative masterpieces of the nineteenth and twentieth centuries. Grammar review, vocabulary and idiom studies. Free composition and translation exercises. Four hours a week, first semester.

F38m.—READING, COMPOSITION. Elective as a minor for Secondary third-, fourth-, or fifth-year students who have completed F37m. Readings in the prose and poetry of the nineteenth and twentieth centuries. Composition: book reports written in French on supplementary readings, and translation of literary passages to and from French. Four hours a week, second semester.

## SPANISH

Sp11-12.—PRONUNCIATION, READING, COMPOSITION. Elective for first-year students who have successfully completed three or four years of Spanish in high school; required of first-year students who are planning to major in Spanish. The course includes a systematic study of Spanish pronunciation and the correction of individual defects; intensive reading of standard modern prose texts for language assimilation; a study of lyric poetry; supplementary reading with written reports in Spanish; oral themes on the art, institutions, geography, and history of Spain. Four hours a week throughout the year.

Sp.21-22.—NINETEENTH CENTURY LITERATURE, COMPOSITION. Elective for students who have completed Sp11-12; required of Secondary second-year students who are planning to major in Spanish. The course includes a survey of the history of Spanish literature of the eighteenth century, and a special study of nineteenth century literature to 1880. Lectures, collateral reading, reports in Spanish, intensive study of selected texts. Composition, oral and written, consisting of discussions and summaries of reading and lecture material, grammar assimilation exercises, simple narration. Four hours a week throughout the year.

Sp3.—LITERATURE OF THE CLASSIC PERIOD, COMPOSITION. Required of Secondary third-year students majoring in Spanish; elective as a minor for students who have completed Sp11-12 and Sp21-22. The course includes the history of Spanish literature to the end of the seventeenth century with special study of the writers of the Golden Age. Lectures, discussions, and written reports in Spanish. Composition: a continuation of the exercises in grammar and syntax begun in Sp21-22, exercises in description and criticism. Four hours a week throughout the year.

Sp41.—CONTEMPORARY LITERATURE, COMPOSITION, METHODS OF TEACHING SPANISH. Required of Secondary fourth-year students majoring in Spanish; elective as a minor for

students who have completed Sp3. The course includes a study of the novel, short story, and essay in Spain from 1880 to the present day. Lectures, intensive study of selected texts, supplementary reading with discussions and reports in Spanish. Composition: free composition, as in preceding years, and exercises in translation. Methods: the teaching of Spanish, methods of presentation, technique and materials for Grades VII, VIII, and IX. Four hours a week, first semester.

Sp42.—CONTEMPORARY LITERATURE, COMPOSITION. Required of candidates for the degree of Bachelor of Science in Education who are majoring in Spanish. The course includes a study of modern poetry and of the drama in Spain from 1880 to the present. Lectures, intensive study of selected texts, supplementary reading with discussions and reports in Spanish. Composition: a continuation of the work of Sp41, translation of literary passages to and from Spanish. Four hours a week, second semester.

Sp52.—SPANISH-AMERICAN LITERATURE, COMPOSITION. Required of Secondary fifth-year students majoring in Spanish. The course includes a survey of the history of Spanish America and of Spanish American literature; intensive study of representative texts; supplementary reading and reports in Spanish. Composition: a continuation of the work of Sp4. Four hours a week, second semester.

Sp54.—METHODS OF TEACHING SPANISH. Required of Secondary fifth-year students majoring in Spanish. The teaching of Spanish: methods of presentation, technique, and materials for Grades X, XI, and XII. Two hours a week, second semester.

Sp37-38m.—GRAMMAR, READING, COMPOSITION. Elective as a minor for Secondary third-year students, and for fourth-year students who are candidates for the degree of Bachelor of Science in Education. This is a course for beginners, and includes a study of Spanish grammar; extensive reading of texts for language assimilation; extensive supplementary reading of simple prose texts of the nineteenth and twentieth centuries. Composition: summaries and simple book reports in Spanish, exercises in translation. Four hours a week throughout the year.

Sp47-48m.—READING, COMPOSITION. Elective as a minor for students who have completed the work of Sp37-38m. The course includes the reading of representative plays, novels, and lyric poems of the nineteenth and twentieth centuries. Composition: written summaries and book

reports; oral themes on Spanish art, history, and civilization; exercises in translation to and from Spanish. Four hours a week throughout the year.

Sp58m.—ADVANCED READING, COMPOSITION. Elective as a minor for Secondary fifth-year students who have completed Sp47-48m. The course includes the reading of standard works of prose and poetry, including an introduction to the literature of the classic period; intensive study of selected texts for language assimilation; supplementary reading. Composition, oral and written, consisting of summaries and book reports; exercises in translation. Four hours a week, second semester.

## GEOGRAPHY

PROFESSOR PACKARD AND ASSISTANT PROFESSORS DRISCOLL,  
QUINNAM.

G11-12.—FUNDAMENTALS OF ELEMENTARY GEOGRAPHY. Elective for first- and second-year students. This is a survey course planned to acquaint the student with the principal geographic features of the earth, and with the relationships between man and his environment. Characteristic activities are studied, and the relationships between the great groups of people are emphasized. Three hours a week throughout the year.

G21-22.—ELEMENTARY GEOGRAPHY. Elective for second-year students. The course for the first semester is a study of the principles of human geography and the physiographic regions of the United States. It considers: (1) the geographic influences affecting man's activities; (2) the ways in which the economic life of peoples is adjusted to these influences. The course for the second semester deals with the economic geography of the United States and the other countries of North America. It treats fully: (1) the economic development of the geographic regions of the United States; (2) the relationships of the United States with other countries of the world. Three hours a week throughout the year.

G3A.—THE GEOGRAPHY OF THE LEADING COUNTRIES OF EUROPE AND ASIA. Elective as a major or minor for Secondary third-year students who are candidates for the degree of Bachelor of Education. The course treats of the political and economic geography of the more important countries of these two continents. It considers: (1) the physical features as affecting man's activities; (2) the



leading occupations accounted for on the basis of resources and environment; (3) the outstanding economic and political relationships with other countries. Lectures and classroom discussions, and a comprehensive report. Four hours a week, first semester.

G3B.—THE GEOGRAPHY OF THE LEADING COUNTRIES OF SOUTH AMERICA. Elective as a major or minor for Secondary third-year students who are candidates for the degree of Bachelor of Education. This course follows the same plan as G3A as outlined above. Four hours a week, second semester.

G3E.—THE TEACHING OF GEOGRAPHY IN THE ELEMENTARY SCHOOL. Required of Elementary third-year students. Emphasis is placed on the principles underlying the teaching of unit studies in geography as outlined in the Boston Course of Study for Grades IV, V, and VI. All students are required to teach in the Model School and to observe and report upon the teaching of classmates. Class discussions, conferences, and special reports. Two hours a week and conferences, one semester.

G4.—PRINCIPLES AND METHODS OF INTERMEDIATE SCHOOL GEOGRAPHY. Elective as a major or minor for Secondary fourth-year students who are candidates for the degree of Bachelor of Education. The course includes a study of principles and methods of teaching geography in intermediate classes. Students observe the work of the teachers in the Model School and gain actual experience by teaching Model School classes. Some time is devoted to special investigation of the present problems of geography teaching, and of related content studies. Four hours a week, first semester.

## HEALTH EDUCATION

PROFESSOR O'HARA AND ASSISTANT PROFESSOR KEYES.

HEd11-12.—HEALTH EDUCATION. Required of first-year students. This course consists of a study of health problems, involving the acquisition of health knowledge based upon the essentials of anatomy and physiology. It aims to arouse in the students a desire for the formation of hygienic habits, and the furtherance of personal, home, school, and community hygiene. It includes lectures; recitations; and laboratory work consisting of: (1) experiments closely connected with the topics studied; (2) first aid.



S2D.—HEALTH EDUCATION. Required of Secondary third-year students who elected in the first and second years a foreign language instead of a course in Health Education. The course consists of a study of health problems, involving the acquisition of health knowledge based upon the minimum essentials of anatomy and physiology. Emphasis is placed upon personal hygiene. It includes lectures; recitations; and a minimum amount of laboratory work consisting of: (1) experiments closely connected with the topics studied; (2) first aid. Four hours a week, one semester.

## HISTORY

PROFESSORS CLARK, HORGAN AND ASSISTANT PROFESSORS GILLIS, HUBBARD, MAHANEY, TROMMER, WILKINSON.

H11-12.—FOUNDATIONS OF AMERICAN CIVILIZATION. Required of first-year students. An introductory course covering the field of civilization from ancient times to the present. The course aims to give an understanding of present-day civilization through a study of the social, economic, and cultural contributions of the past. Three hours a week throughout the year.

H21-22.—ENGLISH HISTORY. Required of second-year students who are candidates for the degree of Bachelor of Science in Education, and who intend to major in History or English. Elective as a minor for other Secondary students. The course includes a study of England's relations to Europe, its heritage from the continent, and its history in the development of political liberty. Four hours a week throughout the year.

H3.—MODERN GOVERNMENTS. Required of Secondary third-year students. The course includes the study of: (1) the nature, objects, and functions of modern governments; (2) the growth and present status of popular government in Great Britain, France, Italy, and other European countries; (3) federal, state, and local government in the United States. Four hours a week throughout the year.

H5.—AMERICAN HISTORY. Elective as a major for Secondary third-year students. The course includes the study of the period from the founding of the first English colony in America to the present day. Throughout the course emphasis is placed on the more significant features of the

economic, social, constitutional, and political development of the nation. Four hours a week throughout the year.

H7.—AMERICAN HISTORY. Required of Elementary third-year students. The course is an intensive study of American history from 1492 to 1750. A careful survey of European history is made to emphasize the influence of the feudal and crusading centuries and to give the necessary background. The field is divided into three parts: (1) the discoveries; (2) the explorations; (3) the colonies. Methods of teaching history are considered. Three hours a week, one semester.

H8.—AMERICAN HISTORY (1492-1841). Required of Kindergarten-Primary third-year students. The course emphasizes the development of American nationality and gives due consideration to the political, territorial, industrial, and social aspects. It includes a study of colonial development and British colonial policy; the American Revolution; the founding of the national government; the problems, policies, and achievements in national growth; the Jeffersonian Democracy and the Jacksonian Democracy. Two hours a week, one semester.

H9.—ANCIENT HISTORY. Required as a minor of Secondary fourth-year students who are candidates for the degree of Bachelor of Science in Education, and who are majoring in history. The course includes: (1) the history of the Oriental Nations and Greece to the Roman Conquests; (2) the history of Rome to the fall of the Western Empire. Lectures, reports, and class discussions. Four hours a week throughout the year.

H10A.—METHODS OF TEACHING HISTORY IN THE INTERMEDIATE SCHOOL. Elective as a major for Secondary fourth-year students. This course offers an intensive study of methods of teaching United States history and community civics. Four hours a week, first semester.

H10B.—METHODS OF TEACHING HISTORY IN THE HIGH SCHOOL. Elective as a major for Secondary fourth-year students who are candidates for the degree of Bachelor of Science in Education. This course offers an intensive study of methods of teaching the various fields of high school history. Four hours a week, second semester.

H52.—PROBLEMS IN UNITED STATES HISTORY. Elective as a major for Secondary fifth-year students. This course considers varied problems in United States history. Four hours a week, second semester.

- H54.—METHODS OF TEACHING HISTORY. Elective as a major for Secondary fifth-year students. Intensive study of the processes of learning and teaching as applied to history. Comparison of methods and discussion of problems not yet solved. Two hours a week, second semester.

## MATHEMATICS

PROFESSORS VOSBURGH, KEE, QUIGLEY AND ASSISTANT

PROFESSOR RYAN.

- M11.—PLANE TRIGONOMETRY. Elective for first-year students. This course includes the development of the general formulas of plane trigonometry, and the solution of right and oblique triangles, first, by tables of natural functions, and later, by the use of logarithmic tables. It also includes approximate computation and the drawing of figures to scale. Three hours a week, first semester.
- M12.—GEOMETRY OF SPACE. Elective for first-year students. The course includes a study of the relations of lines and planes in space, of geometrical solids, and of spherical triangles. Three hours a week, second semester.
- M21-22.—MATHEMATICAL ANALYSIS. Elective for second-year students. This is a unified course dealing with the elementary principles of algebra, analytic geometry, and the calculus. Three hours a week throughout the year.

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The following courses are intended primarily for students who major in mathematics, but are open to other students with the consent of the department.

- Note 1.* Courses 3a, 3b, and 4a are required as majors for those students who are specializing in mathematics and who are candidates for the degree of Bachelor of Education.
- Note 2.* Courses 3a, 3b, 4a, 4b, 54, and 56, are required as minors for those students who are specializing in mathematics and who are candidates for the degree of Bachelor of Science in Education.
- Note 3.* Courses 3c-d, 4c, 4d, and 52 are required as majors for those students who are specializing in mathematics and who are candidates for the degree of Bachelor of Science in Education.

- M3a.—HISTORY AND DEVELOPMENT OF MATHEMATICS. The course considers the historical development of arithmetic, algebra, geometry, trigonometry, and the calculus. Four hours a week, first semester.
- M3b.—TEACHING OF MATHEMATICS IN THE INTERMEDIATE SCHOOL. The course considers the aims and methods of teaching mathematics in Grades VII—IX inclusive. It includes a detailed study of the curriculum in mathematics for these grades. Four hours a week, second semester.
- M3c-d.—DIFFERENTIAL AND INTEGRAL CALCULUS. Prerequisite, M21-22. The course includes a study of the elements of the differential and integral calculus with applications. Four hours a week, throughout the year.
- M4a.—TEACHING OF ALGEBRA IN THE HIGH SCHOOL. The course includes a resume of the historical development of algebra and considers the objectives of teaching algebra, its present position in the curriculum of the intermediate and high schools, modern syllabi of algebra, the development of the tests of measuring progress in algebra, and modern textbooks in algebra. Four hours a week, first semester.
- M4b.—TEACHING OF GEOMETRY IN THE HIGH SCHOOL. The course includes a resume of the historical development of geometry and considers the objectives of teaching geometry, its present position in the curriculum of the intermediate and high schools, modern syllabi of geometry, methods of handling original exercises, new type tests in geometry, standard types of examinations in geometry, and modern textbooks in geometry. Four hours a week, second semester.
- M4c.—ANALYTIC GEOMETRY. Prerequisite, M3c-d. The course includes an analytic study of the plane, of the straight line, and of equations of the second degree. Four hours a week, first semester.
- M4d.—THEORY OF ALGEBRAIC EQUATIONS. Prerequisite, M4c. The course considers the general properties of equations, the algebraic solution of the cubic and biquadratic equations, symmetric functions, separation of the roots, determinants, and the solution of numerical equations. Four hours a week, second semester.
- M52.—HIGHER ALGEBRA AND GEOMETRY. Advanced topics in algebra and geometry are studied with particular reference to the recent developments in the field of secondary mathematics. Analytic geometry of three-dimensional

space, systems of algebra, and non-Euclidean geometries are considered. Four hours a week, second semester.

M54.—GRAPHICAL METHODS IN MATHEMATICS. This course includes a study of the following topics: (1) unusual graphic methods for plotting explicit functions; (2) graphic solutions of quadratic, cubic, and biquadratic equations for both real and complex roots; (3) Newton's analytical triangle; (4) the method of contours. Four hours a week, second semester.

M56.—ADVANCED METHODS IN MATHEMATICS. The course includes the consideration of topics selected from algebra, geometry, and trigonometry. Such topics will be prepared for presentation before a secondary school class. Two hours a week, second semester.

### TABULAR VIEW OF COURSES

#### FOR STUDENTS NOT SPECIALIZING IN MATHEMATICS

YEAR	I	II	III	IV	V
Elective for all students in four year courses.	11 12	21 22	3a 3b	4a 4b	

#### FOR STUDENTS SPECIALIZING IN MATHEMATICS

YEAR	I	II	III		IV		V	
Required of candidates for service in intermediate schools.	11 12	21 22	Maj. Min.		Maj.	Min.		
			3a		4a			
			3b		Practice			
							Practice	
Required of candidates for service in senior high schools.	11 12	21 22					Maj.	Min.
			3c	3a	4c	4a	52	54
			3d	3b	4d	4b		56

### MUSIC

MR. DRAKE, MISS BRICK.

Ms11-12.—THEORY. Elective for first-year students. The course includes: (1) a study of notation, keys, meter signatures, scales, intervals, triads; (2) voice and ear training; (3)



drill in singing of rhythmic figures; (4) rote song drill, (5) interpretation; (6) application of the above to book material used in the schools; (7) elementary harmony. Three hours a week throughout the year.

Ms21or22.—APPRECIATION OF MUSIC. Required of second-year students. The course includes: (1) the history of notation; (2) folk songs; (3) classical, romantic, and modern music; (4) opera and oratorio; (5) European composers from Bach to the present day, illustrated by their best works; (6) American composers and their works; (7) symphonic instruments and works. Three hours a week, one semester.

Ms23-24.—ADVANCED MUSIC. Elective for second-year students who have completed Ms11-12. The course includes: (1) harmony—triads and their inversions, dominant, leading tone and secondary sevenths and inversions, harmonization of melodies and figured bass, and modulation; (2) melody writing; (3) pianoforte—the art of accompanying and transposition; (4) voice—the presentation, interpretation, and direction of Rote and Part Songs. Three hours a week throughout the year.

Ms3.—APPRECIATION OF MUSIC. Required of elementary third-year students. The course includes: (1) conducting; (2) the teaching of appreciation of music in the elementary classroom. Three hours a week, one-half semester.

Ms5.—PRACTICE TEACHING, VOICE, AND PIANO PRACTICE. Required of Kindergarten-Primary third-year students. The course includes: (1) methods of practice teaching; (2) piano playing; (3) a short course in the development of music, with victrola and piano illustrations. Two hours a week, one-half semester.

## PHYSICAL EDUCATION

ASSISTANT PROFESSORS DONOVAN, QUINLAN.

The curriculum in Physical Education aims: (1) to promote health through physical activities, (2) to improve body mechanics, (3) to prepare the students to teach the Physical Education required in the elementary and the intermediate grades of the Boston Public Schools, (4) to educate the students for future leisure by use of purposeful activities in outdoor games and sports, (5) to prepare students for playground and play-teacher work in the intermediate and the high schools.



- PhEd11-12.—**PHYSICAL EDUCATION.** Required of first-year students. This course aims to improve the posture and health of the students through exercises, games, dancing, and sports. It includes instruction in games and dances for the lower elementary grades and in games for the playground. Two hours a week throughout the year.
- PhEd21-22.—**PHYSICAL EDUCATION.** Required of second-year students. This course aims to improve the posture and health of the student and includes instruction in the work of the upper elementary grades. Two hours a week throughout the year.
- PhEd3.—**PHYSICAL EDUCATION.** Required of Elementary and Kindergarten-Primary third-year students. This course consists of lectures in the theory of play and playground activities and on methods of teaching physical education. It is accompanied by practice teaching in the gymnasium. Two hours a week throughout the year.
- PhEd4.—**PHYSICAL EDUCATION.** Required of Secondary third-year students. This course includes advanced work in gymnastic exercises, apparatus work, team games, sports, tap dancing, and advanced folk dancing. It advances the theory of play and the practice teaching of playground activities begun in PhEd21-22. Two hours a week throughout the year.
- PhEd5.—**PHYSICAL EDUCATION.** Required of Secondary fourth-year students. The course includes: (1) exercises, games, and sports for the health of the students; (2) methods of teaching Physical Education in the intermediate grades with opportunities for practice teaching; (3) organization and methods of teaching sports and games suitable for high school students. Two hours a week throughout the year.
- PhEd52.—**PHYSICAL EDUCATION.** Required of Secondary fifth-year students. Same course as PhEd5. Two hours a week, second semester.

## SCIENCE

PROFESSORS AMMIDOWN, HALEY, O'MEARA AND ASSISTANT  
PROFESSORS KERRIGAN, QUINN.

- S54s.—**METHODS OF TEACHING SCIENCE.** Required of Secondary fifth-year students who are majoring in natural science. This course offers an intensive study of methods of teaching science in the high schools. Two hours a week, second semester.

## BIOLOGY

S21-22b.—BIOLOGY. Required of second-year students. The course includes a study of: (1) life and its environment; (2) the varied forms and activities of living things and their interrelations; (3) brief surveys of natural phenomena. Field excursions form a part of the work of the course. Two class hours and two hours of laboratory work a week throughout the year.

S3Ba.—BIOLOGY. Elective as a major for Secondary third-year students who are candidates for the degree of Bachelor of Science in Education and as a minor for Secondary fourth-year students. The course includes a study of the morphology, physiology, and ecology of plants, with laboratory and field work. It includes training in the collection from nearby sources and the care in the laboratory of living animal and plant material. Three class hours and two hours of laboratory work a week throughout the year.

S3Bb.—BIOLOGY. Required of Secondary third-year students who have not had natural science in the first year. The course includes a study of: (1) plant types and activities; (2) animal types and activities; (3) environmental factors affecting life. Two class hours and two hours of laboratory work a week, one semester.

S4B.—BIOLOGY. Elective as a major for Secondary fourth-year students who are candidates for the degree of Bachelor of Science in Education. This course is a continuation of S3Ba. It includes a comparative study of invertebrate and vertebrate animals with reference to their distinguishing characteristics, habits, life history, relation to environment and economic importance. Three class hours and two hours of laboratory work a week throughout the year.

S52b.—BIOLOGY. Required of Secondary fifth-year students who are majoring in biology and elective for other fifth-year students who are candidates for the degree of Master of Education. Prerequisite, S4B. This course emphasizes especially the subject matter necessary as a background for effective high school teaching. The laboratory work is devoted to the technique of laboratory work in high school. Three class hours and two hours of laboratory work a week, second semester.

## CHEMISTRY

S11-12c.—GENERAL CHEMISTRY. This course is elective for first-year students. Previous knowledge of chemistry is not required. The first semester is devoted to the study of non-metals, the second semester, to the study of metals. Two hours of lecture and recitation and two hours of laboratory work a week throughout the year.

S3c.—THEORETICAL AND DESCRIPTIVE CHEMISTRY. Elective as a major or minor for Secondary third-year students who are candidates for the degree of Bachelor of Science in Education, and as a minor for all Secondary fourth-year students. The first semester is devoted to the chemistry of non-metals and to the fundamental laws of chemical science. The second semester is devoted to the chemistry of the metals. The laboratory work of this semester is qualitative analysis of the common metals and acid radicals. Three hours of lecture and recitation and two hours of laboratory work a week, first semester; two hours of lecture and recitation and three hours of laboratory work a week, second semester.

S4c.—ORGANIC CHEMISTRY AND QUANTITATIVE ANALYSIS. Elective as a major or minor for fourth-year students who are candidates for the degree of Bachelor of Science in Education. Prerequisite, S3c. The general principles of organic chemistry and the properties of the important compounds are studied in the first semester. Lectures in organic chemistry are continued in the second semester. The laboratory work of this semester is quantitative analysis and includes experiments in gravimetric and volumetric analysis. Special attention is also given to stoichiometry. Three hours of lecture and recitation and two hours of laboratory work a week throughout the year.

## GENERAL SCIENCE

S3D.—GENERAL SCIENCE. Elective as a major for Secondary third-year students who are candidates for the degree of Bachelor of Education, and as a minor for Secondary fourth-year students. The course includes: (1) a general survey of the development of science; (2) the application of scientific knowledge to the conquest of man's environment; (3) laboratory exercises and practical demonstrations of general science problems. Three class hours and two hours of laboratory work a week throughout the year.

S4D.—GENERAL SCIENCE. Elective as a major or minor for Secondary fourth-year students who are candidates for the degree of Bachelor of Education. Prerequisite, S3D. The course includes: (1) the subject-matter and the selection of suitable problems for intermediate classes; (2) methods of presenting general science problems; (3) laboratory technique. Three class hours and two hours of laboratory work a week, first semester.

### PHYSICS

S31-32p.—PHYSICS. Elective as a major or minor for Secondary third and fourth-year students who are candidates for the degree of Bachelor of Science in Education. The course is designed to familiarize the students with the fundamental concepts and principles of mechanics, heat, sound, light, magnetism, and electricity. Special study is made of the application of these principles in everyday life. Three class hours and two hours of laboratory work a week throughout the year.

S52p.—PHYSICS. Required of Secondary fifth-year students who are majoring in physics and elective for other fifth-year students who are candidates for the degree of Master of Education. Prerequisite, S31-32p. This is an advanced course in mechanics, sound, light, heat, and electricity. It includes quantitative measurements and recent theories. Three class hours and two hours of laboratory work a week, second semester.

## DEPARTMENT OF PRACTICE AND TRAINING

### OBSERVATION AND PRACTICE

**KINDERGARTEN AND PRIMARY SCHOOLS:** For students in the Kindergarten-Primary course—one semester, third year.

Students selecting the Kindergarten-Primary course are assigned to Grade I for the first eight weeks of the first semester. Opportunity is given for much observation in the students' early work, with increasing participation and practice in teaching as power grows. One half-day each week is spent in conference with the Director of Practice and Training. During the first eight weeks of the second semester, students of the Kindergarten-Primary group are assigned to various kindergartens. Four half-days each week are devoted to observation and practice in kindergarten methods; one half-day each week is spent in conference with the Director of Kindergartens.

**ELEMENTARY SCHOOLS:** For students of the Elementary Course—one semester, third year.

Students selecting the Elementary course are assigned to Grades I, II, or III for eight weeks of the first semester, and to Grades IV, V, or VI for eight or nine weeks of the second semester. During the entire period of observation and practice, one-half day each week is spent in conference with the Director of Practice and Training. Student teaching begins with a minimum amount. The early weeks are devoted largely to observation of classroom procedures with opportunities for participation in carefully graded activities. As the student's skill in teaching grows, she is given a larger number and wider range of teaching situations.

**INTERMEDIATE SCHOOLS:** For candidates for the degree of Bachelor of Education—second semester, fourth year.

Students selecting the course leading to the degree of Bachelor of Education are assigned to the intermediate schools for the second semester. Four and a half days each week are spent in the classes of training teachers, and one half-day each week is spent in conference with the Director of Practice and Training.

The work in the classroom begins with much observation; practice is allowed as the student gains knowledge of classroom procedure. As the student shows teaching ability, a program is arranged allowing her to help in fields other than her major subject.



JUNIOR AND SENIOR HIGH SCHOOLS: For candidates for the degree of Master of Education—first semester, fifth year.

Students selecting the course leading to the degree of Master of Education are assigned during the first semester to the junior and senior high schools. They spend two months in observation and practice under training teachers in junior high schools, and three months in observation and practice in their major subjects in senior high schools.

During their stay in the schools the practice students are subject to all the regulations governing the regular teachers.

#### SPECIAL OBSERVATION AND PARTICIPATION FOR STUDENTS IN THE KINDERGARTEN-PRIMARY COURSE

*First year.* In the second semester students spend one morning a week in the city kindergartens. Each student is assigned in rotation to three kindergartens of varying types.

*Second year.* Students spend two mornings a week in the kindergartens, each being assigned to four varying kindergartens in the course of the year.

*Third year.* During one quarter students devote one morning a week to visiting in kindergartens, special classes, and institutions, the work being closely integrated with the discussions in Education 11a and 11b.

Throughout the three years opportunities are given for participation in the work of the kindergarten, both in its general routine and in the conducting of special exercises. The student discusses her work with the kindergarten and with the college instructors and submits reports of her observations and reactions.

#### THE MODEL SCHOOL

CHARLES M. LAMPREY, *Director*

The Model School is used by first-year students in The Teachers College for the observation of the teaching of children in the kindergarten and in Grades I-VIII. This observation is a part of the required course, "Introduction to Education," and is planned to give the students a general perspective of the requirements and standards of teaching in these grades. When supplemented by observation in junior and senior high schools and by classroom discussion in the college, students have some idea of the problems and demands of teaching at various instructional levels and are thereby better able to choose their field of major study.

The Model School is also used for the giving of special teaching exercises in connection with the methods courses in English and geography for Elementary second- and third-year and Secondary fourth-year students.



## COURSES FOR TEACHERS

In addition to training aspirants for the teaching profession, The Teachers College offers training to teachers in service. In the late afternoon, the evening, and on Saturdays during the scholastic year, and, also, in the summer session, extension courses are conducted in both academic and professional subjects. Through this in-service training, teachers in the Boston Public Schools may earn the degrees of Bachelor of Science in Education and Master of Education.

Information concerning the extension courses and the requirements for the degrees may be obtained in a separate publication, issued each year, entitled "Courses for Teachers." To this publication all teachers interested in extension courses are referred.

As a preliminary aid, however, to graduates of The Teachers College the following brief statement is offered:

### BACHELOR OF SCIENCE IN EDUCATION

For the degree of Bachelor of Science in Education satisfactory completion of courses totaling 120 points is required. A point represents fifteen hours' classroom work of college grade. Since 72 of the required 120 points are allowed for a three-year course in an approved normal school, graduates of the three-year course in The Teachers College need achieve, to win the Bachelor's degree, 48 points, including courses in a major academic subject and in two minor academic subjects chosen by the candidate.

### MASTER OF EDUCATION

For the degree of Master of Education, for which the Bachelor's degree is a prerequisite, graduate courses totaling 30 points are required. These points must include two in educational psychology, two in educational sociology, ten in a major subject, and six in a minor subject. There is required, furthermore, an acceptable Master's thesis on an approved topic in the field of education or in the field of the candidate's major subject.

## THE LIBRARY

The Teachers College Library of 22,000 volumes offers opportunity for the supplementary reading required in the various courses. The nucleus of the library consisted of the educational library of John D. Philbrick, formerly Superintendent of Schools. This library was bought by Mrs. Mary Hemenway, and was given by her to the Boston Normal School. Later, gifts of money obtained through the generous efforts of Miss Amy Morris Homans, a gift of books from the Massachusetts Society of the Colonial Dames of America, and a deposit of books from the New England History Teachers Association provided valuable additions. More recent gifts have added considerably to the collection, especially, the gifts of beautiful editions of children's classics and of standard works presented by the graduating classes of 1925, 1926, and 1927, and the Gertrude Weeks Memorial collection in science. Yearly appropriations provide for purchasing additions to the book collection. Every endeavor is made to add modern books to the education library, to build up a standard collection in the academic subjects, to provide a laboratory collection of textbooks and children's literature, and to offer recreational reading. Nearly a hundred periodicals, received regularly, supplement the book collection on current topics in the various fields. Arranged upon open shelves, the books and periodicals are easily accessible to the students, and, with certain restrictions, may be borrowed for home use.

## ASSEMBLY

At the close of the noon recess each day all the students gather in the hall for a brief assembly exercise, which consists of the reading of a passage from the Bible by the President or Dean and singing by the student body.

On one day each week, the hour following this assembly exercise is devoted to a general gathering at which prominent speakers address the students on matters of professional interest.

## STUDENT ACTIVITIES AND CLUBS

The student life of the College is enriched by various clubs and societies, which aim not only to provide recreation but also to develop character through purposeful activity. The following organized groups, sponsored by faculty advisers, are recognized and encouraged by the College Administration.

## THE SELF-GOVERNMENT ASSOCIATION

*President:* MARY T. MCGILLICUDDY

The Self-Government Association of The Teachers College is an organization representing the interests of the student body. The business of the Association is carried on by a Council, composed of representatives from the faculty, classes, and sections. This Council, meeting semi-monthly, approves all student activities. It also enacts and enforces rules for carrying out the purposes of the Association. In addition it administers the funds of the student body. At least two mass meetings of the entire Self-Government Association are held each year, at one of which the officers are installed. Intelligent followers, as well as intelligent leaders, help to maintain the democratic spirit that prevails among the members of the Association.

## THE AQUARIUM CLUB

*President:* MARION S. RODGER

The Aquarium Club has been formed to encourage the care and breeding of fish and other forms of aquatic life in the balanced aquaria. Each member has practical experience in working with balanced aquaria in the biology laboratory and has the opportunity of constructing an aquarium of her own. This experience is of value in teaching, as it encourages the appreciation of nature in the classroom.

## THE ART CLUB

*President:* ALICE P. LARSON

The Art Club offers to students an opportunity to do creative work in the arts and crafts. Instruction is given in oil and water color painting, pencil and pen drawing, modeling, carving, basketry, the decoration of parchment shades, parchment mottoes, needlework, leather tooling, party favors, batik, stenciling, block printing, hooked rugs, yarn embroidery, and china painting. This work is supplemented by visits to studios and galleries. Although no one attempts every activity, the students gain mutual benefit by the observation of processes and completed products.

## THE ATHLETIC ASSOCIATION

*President:* LILLIAN A. PURDY

The Athletic Association is composed of all students, physically fit, who are interested in basket-ball, captain-ball, baseball, tennis, bowling, skating, swimming, golf, fist-ball, and hiking. The association holds frequent interclass competitions, and arranges a mid-year game-meet and annual demonstration of physical education in which the entire college takes part.

## THE CAMERA CLUB

*Director:* IRENE C. ANDERSON

The Camera Club aims to develop observation and love for nature through outdoor picture taking, and encourages picture taking, developing, and printing as a recreational hobby. Dark room facilities make it possible for every member to have practical experience in developing and printing. Practice is also obtained in silhouette photography. This Club is affiliated with the Science Club.

## LE CERCLE FRANCAIS

*President:* BARBARA M. O'BRIEN

Le Cercle Francais is open to students who have completed their first year of college French, and affords opportunities for conversing in French and for organizing French lectures and dramatics.

## EL CIRCULO CASTELLANO

*President:* EVA R. SACCO

El Circulo Castellano was organized by the students of the Spanish Department to encourage interest in Spanish, and to provide an opportunity for students to gain greater facility in speaking Spanish. The activities of the club include dramatics, lectures, games, and music. Membership is open to students of Spanish in the college who have studied this language four years in high school.

## THE CLASSICAL CLUB

*President:* DOROTHEA M. KELLEY

The Classical Club, organized by the students of the Latin Department to foster interest in the Classics, supplements the work of the classroom by giving an opportunity for the discussion of special topics, for lectures, and for plays. The membership is not limited to those students who are taking Latin, but is open to all who have any knowledge of the subject. The constitution provides

also for graduate membership, so that, as time goes on, the club may be a connecting link between the students of the college and experienced teachers of the Classics.

### THE DRAMA CLUB

*President:* EMMA DEITCH

The Drama Club aims to develop the dramatic talent latent among the students, to create and foster an interest in the drama and to give practical experience in the presentation of plays. Several minor plays are given each year and a Shakespearean play is produced every other year. The Drama Club cooperates with several of the other clubs in preparing programs for the college.

### THE ENGLISH CLUB

*President:* BEATRICE E. KINGSLEY

The aim of the English Club is to give its members a wider and deeper acquaintance with English and American Literature, a further development in critical appreciation, and—to those who desire it—an opportunity to try their own powers in writing.

### THE GEOGRAPHY CLUB

*President:* HELEN V. CLAHANE

The Geography Club came into existence as a result of growing interest in the study. It offers an opportunity for lectures, field trips, and creative activities which will prove helpful in future teaching.

### THE HISTORY CLUB

*President:* HELEN F. O'CONNELL

The History Club aims to stimulate an interest in history as a vitalized reality, not as a mere matter of the dead past. It therefore tries to bring to life the peoples and events of history through the informal dramatization of historical events, the collection of materials, and projects of an historical nature. Any student interested in history is eligible for membership.

### THE MATHEMATICS SOCIETY

*President:* HELEN F. SULLIVAN, 1926

The Mathematics Society, an organization of graduates and undergraduates, has three purposes: (1) to promote a spirit of friendship among the graduates and undergraduates of Teachers College who have a strong interest in mathematics; (2) to bring to the undergraduates a knowledge of real experience in the teaching of mathematics by those already in the profession; (3) to further the cause of teaching mathematics in the Boston Schools.



Membership in the society is open to any graduate, any sophomore who has elected mathematics, those students taking M-2e who are recommended by the Mathematics Department of the college, and all faculty members of the department.

### THE MUSIC CLUB

*President:* ROSEMARY M. DOYLE

The Music Club is a selected chorus chosen from the entire college. It offers to the prospective teacher an opportunity not only for choral practice, but also for the observation of conducting. The club aims to serve the college by improving the musical taste and ability of its members, by providing suitable entertainment for college activities, and by giving public performances of operettas and cantatas.

### THE SCIENCE CLUB

*President:* IDA B. BAZOLL

The Science Club has been organized with two main objects in view: (1) to increase among its members the appreciation of science; (2) to co-operate with those who are striving to open the field of science to the pupils in our schools. The activities of the club include the development of individual and group projects, the study of botanical and zoological collections, the presentation of scientific demonstrations, photographic projects, and excursions to places of scientific interest.

### THE WELFARE CLUB

*President:* LOUISE L. HOWE

The Welfare Club includes in its membership all students and members of the Teachers College. It aims to give aid to needy children at home and abroad. Under its group leaders, the club carries on various activities, such as helping Chinese famine sufferers, conducting classes in settlement houses, supplying milk for under-nourished children, shoes and other articles of clothing, Thanksgiving dinners, and Christmas toys for needy Boston children.

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## BOSTON NORMAL SCHOOL

### AND

## THE TEACHERS COLLEGE ASSOCIATION

### OFFICERS

<i>President</i> .....	ANNA M. NILAND
<i>Vice President</i> .....	MARY E. VAUGHAN
<i>Recording Secretary</i> .....	JESSIE G. PAINE
<i>Corresponding Secretary</i> .....	ANNA M. SHEEHAN
<i>Treasurer</i> .....	TERESA A. REGAN



## MEMBERS OF THE COLLEGE

### FIRST YEAR CLASS

Atkins, Frances M.	Field, Elizabeth S.
Bailey, Louise T.	Fine, Rose
Bannister, Marie G.	Flynn, Dorothy M.
Bazoll, Goldie	Ford, Ruth G.
Beck, Anna E.	Freed, Sarah
Berkowitz, Sadie	Friedman, Sylvia
Bickoff, Ethel	Gamer, Adeline
Blume, Freida R.	Geller, Ida
Bontempo, Antoniette M.	Gidney, Margaret B.
Boris, Leonora R.	Gill, Gertrude R.
Boselli, Estelle S. M.	Gilligan, Elizabeth H.
Bowen, Rita J.	Gordon, Elizabeth
Bradley, Irma M.	Gorman, Doris M.
Burak, Rita	Guarino, Carmela A.
Burke, Agnes C.	Hanopol, Bernice J.
Burns, Barbara E.	Harrington, Helen E.
Cahalan, Marguerite L.	Hefron, Eileen G.
Callahan, Helen F.	Hermitage, Catherine E.
Christensen, Lillian	Hocknell, Dorothy C.
Clare, Kathryn T.	Horn, Anita G.
Cohen, Lillian A.	Kaufman, Mildred P.
Conaty, Mary B.	Keleher, Mary J.
Connolly, Esther T.	Kelley, Anne R.
Connors, Edna I.	Kessler, Lillian E.
Conroy, Catherine M.	Kilstein, Sarra
Courtney, Frances E.	Knarr, Helen G.
Cronin, Evelyn E.	Kornetsky, Tillie R.
Cronin, Frances C.	Lane, Barbara C.
Cuddy, Catherine M.	Larson, Kathleen T.
Cuddy, Helen W.	Levenson, Sarah D.
Cunningham, Mary M.	Levine, Nora
Cushing, Helen E.	Lewis, Dorothy
D'Arcy, Mary B.	Licit, Dorothy
Doherty, Mary E.	Long, Margaret T.
Dole, Helen T.	Mackenzie, Edna G.
Donovan, Dorothea M.	Mackie, Ann A.
Donovan, Margaret V.	MacMullan, Kathleen V.
Donovan, Mary K.	Maguire, Esther
Ellis, Ethel R.	Mahoney, Alice I.
Espinola, Mary E.	Maney, Catherine M.
Fallon, Mary L.	Martin, Marie T.

McCarthy, Florence L.  
 McCormack, Dorothy M.  
 McCormack, Marguerite C.  
 McCue, Ruth A.  
 McDavitt, Mary B.  
 McDermott, Madeleine M.  
 McDonald, Mary A.  
 McMorrow, Alice L.  
 McTiernan, Marion L.  
 Merzani, Theodora M.  
 Morawski, Winnie C.  
 Morris, Sara  
 Morrissey, Gertrude A.  
 Mulholland, Anna M.  
 Malbandian, Louise  
 Neary, Dorothy K.  
 Oakhem, Hazel C.  
 O'Malley, Margaret M.  
 O'Sullivan, Agnes N.  
 Parlon, Mary V.  
 Perlmutter, Rose

Phillips, Agnes C.  
 Pigott, Mary I.  
 Power, Catherine E.  
 Reeves, Evelyn  
 Roberts, Pearl L.  
 Russo, Rose A.  
 Scales, Helen G.  
 Schlafman, Doris  
 Schoenheiter, Helen A.  
 Shapiro, Marion  
 Sheehan, Kathryn F.  
 Simons, Bernice S.  
 Slocum, Henrietta R.  
 Smith, Esther G.  
 Steen, Gerda M.  
 Swartwood, Marion A.  
 Tasinari, Lola S. E.  
 Tonougar, Mary A.  
 Trayers, Anna P.  
 Weinbaum, Doris M.  
 Weinfeld, Marion E.

#### SECOND YEAR CLASS

Allen, Agnes T.  
 Anderson, Irene C.  
 Appleton, Doris M.  
 Bailey, Helen F.  
 Bell, Anna F.  
 Benrimo, Ruby  
 Bergson, Augusta H.  
 Berkowitz, Lillian I.  
 Butler, Helen  
 Camer, Matilda A.  
 Cassone, M. Louise  
 Coghlan, Alberta  
 Colleran, Mary P.  
 Comey, Claire P.  
 Connors, Adelaide A.  
 Crosby, Irene  
 D'Alessandro, Yolanda  
 Dempsey, N. Elizabeth  
 Denchy, Agnes V.  
 Devlin, Mary L.  
 Dixon, Ursula R.  
 Dolan, Marion C.  
 Donahue, Mary A.  
 Dowd, Theresa M.  
 Drinkwater, Margaret M.

Druskin, Evelyn S.  
 Dungan, Mildred M.  
 Epstein, Liliann  
 Farber, Florence  
 Field, Grace E.  
 Fitzpatrick, Claire  
 Flaherty, Margaret  
 Frazier, Catherine T.  
 Gallagher, Katherine P.  
 Gilfenbain, Rose M.  
 Glennon, Mildred E.  
 Green, Sylvia  
 Gross, Selma M.  
 Hamrock, Mary  
 Hannigan, Katherine M.  
 Hartford, Helen  
 Hatton, Mary M.  
 Hausman, Beatrice  
 Haverty, Elizabeth M.  
 Hayes, Mildred G.  
 Johnson, Agnes  
 Kelley, Marjorie T.  
 Kelley, Mary A. G.  
 Kilduff, Agnes G.  
 Kinsela, Emma H.

Klueber, Marguerite M.  
 Knowles, H. Eugenia  
 Krim, Marion  
 Landrigan, Mary F.  
 Langenfeld, Bernice K.  
 Laïson, Alice P.  
 Lyons, Elizabeth A.  
 Mackenzie, Dorothy E.  
 Maher, Eileen E.  
 Mahoney, Gladys E.  
 Markson, Irma F.  
 Masterson, Mary  
 McCarthy, Helen J.  
 McCarthy, Margaret E.  
 McDonough, Anna K.  
 McMorrow, Catherine E.  
 Meloon, Mary E.  
 Micciche, Mary G.  
 Miller, Helen  
 Miller, Josephine  
 Millitari, Mary C.  
 Mulchay, M. Anita  
 Mulhern, Alice G.  
 Mulloney, Dorothy M.  
 Murray, Margaret L. P.  
 Mutch, D. Marguerie  
 Nathanson, Bessie B.

Norton, Mary E.  
 Norton, M. Elizabeth  
 O'Callaghan, Marguerite M.  
 O'Connor, Eleanor V.  
 O'Donoghue, M. Bernice  
 O'Neal Evelyn T.  
 O'Neill, Mary R.  
 Palaima, Ellen M.  
 Pendergast, Mary E.  
 Reifel, Bertha  
 Roberts, Beryl J.  
 Rodger, Marion S.  
 Rosen, Sara  
 Rosenbaum, Bernice  
 Rosenfeld, Matilda  
 Rowlinson, Frances E.  
 Seldon, Dorothy L.  
 Sonis, Eileen C.  
 Stover, Caroline  
 Taylor, Janet B.  
 Thompson, Mary A.  
 Thompson, Winifred A.  
 Vinton, Rose E.  
 Walsh, Margaret M.  
 Weiner, Edith  
 Wolf, Rebecca L.  
 Yurenas, Irene

ELEMENTARY THIRD YEAR CLASS

Ballem, Kathleen P.  
 Barrett, Eileen  
 Boland, Dorothy  
 Boudwin, Anna G.  
 Boylan, Catherine I.  
 Brash, Christine I.  
 Bryant, Louise V.  
 Burke, Margaret E.  
 Burns, Dorothea A.  
 Campbell, Marie H.  
 Carleton, Catherine A.  
 Carty, Catherine P.  
 Casey, Margaret M.  
 Clancy, Agnes A.  
 Cohen, Ida  
 Cohen, Marion D.  
 Cohen, Miriam F.  
 Collins, Helen M.  
 Connors, Catherine B.

Conway, Rita T.  
 Cooney, Alice H.  
 Corrigan, Grace M.  
 Croke, Veronica A.  
 Crosby, Lillian L.  
 Cusack, Gertrude L.  
 Daly, Lilia C.  
 Deitch, Emma  
 Dooley, Mary M.  
 Doyle, Rosemary M.  
 Edwards, A. Virginia  
 Eldracher, Edith R.  
 Fallon, Julia M.  
 Feely, Loretta  
 Fetridge, Dorothy G.  
 Fitzimmons, Mary A.  
 Flynn, Catherine A.  
 Flynn, Elizabeth M.  
 Foley, A. Louise

- Freedman, Ada  
Friedel, Helen  
Gallagher, Alice E.  
Gartland, Harriet A.  
Garvin, Elizabeth I.  
Gibson, Charlotte E.  
Goldberg, Thelma  
Grant, Esther A.  
Greaney, Charlotte M.  
Greene, Edythe C.  
Heffron, Ethel H.  
Higbee, Ruth B.  
Horne, Georgia L.  
Hurwitch, Evelyn R.  
Hurwitz, Rebecca  
Jenness, Katherine L.  
Katz, Miriam  
Keefe, Dorothy G.  
Keefe, Francis A.  
Keefe, Mary F.  
Kramer, Gertrude  
Laundrie, Marcella J.  
Lavin, Margaret A.  
Leonard, Esther J.  
Lorenz, Helen M.  
Lynch, Helen M.  
Lyons, Helen J.  
MacDonald, Mary R.  
MacNeil, Bessie  
MacNeil, Elizabeth M.  
Mahoney, M. Isabelle  
Manning, Catherine M.  
Manning, Mary M.  
Martin, Evelyn J.  
McCarthy, Eileen M.  
McCormick, Merwyn E.  
McDermott, Mary E.  
McMahon, Margaret L.  
McNally, Edith  
Miller, Mary M.  
Morse, Margaret M.  
Muir, Anna L.  
Muldoon, Dorothy C.  
Muldoon, Elizabeth A.  
Mullin, Mary E.  
Murphy, Francis E.  
Murphy, Margaret L.  
Murphy, Veronica R.  
Mutz, Helene M.  
Ochs, Katherine E.  
O'Connor, Catherine E.  
O'Connor, Dolores M.  
O'Day, Dorothy M.  
O'Leary, Frances D.  
O'Riordan, Mary M.  
Penta, Evelyn V.  
Phelan, Mary K.  
Presente, Mildred  
Pugliano, Marie  
Rappaport, Rose R.  
Rask, Martha D.  
Reardon, Constance A.  
Reid, Florence M.  
Rosenfield, Bettie  
Rowe, Mildred L.  
Rubin, Cecile B.  
Rudd, Esther B.  
Russell, Mary  
Russell, M. Evelyn  
Shapiro, Freda  
Simonton, Helen F.  
Skelly, Frances M.  
Smith, Marie E.  
Sturniolo, Margarita M.  
Sullivan, Miriam  
Supple, Maybelle K.  
Sussman, Gertrude  
Sweeney, Agnes V.  
Tarbox, Helen E.  
Tegan, Margaret C.  
Terrio, Mary E.  
Tracy, Margaret H.  
Tracy, Mary J.  
Trundy, M. Natalie  
Twomey, Mary E.  
Waggett, Ruth C.  
Wall, Clarisa  
Walsh, Florence I.  
Wantman, Mildred  
Warner, Doris  
Welch, Marion  
Wellings, Loretta M.  
Williams, Marjorie  
Wilson, Rosamond A.  
Winn, Esther S.  
Wittenberg, Lilian S.  
Yoffe, Dorothy  
Smith, Ethel M.

SECONDARY THIRD YEAR CLASS

Adams, Mary G.	Mekelberg, Caroline L.
Amrhein, Helen E.	Millett, Rhoda C.
Axelrod, Selma R.	Moineau, Germaine I.
Bazoll, Ida B.	Nee, Harriet L.
Bunyon, Catherine A.	Ravit, Judith
Campbell, Rosamond E.	Reilly, Rosemary L.
Colpoys, Marie J.	Rice, Mildred A.
Crump, Beatrice H.	Riley, Marjorie P.
Davis, Marjorie K.	Ross, Ruth H.
Diaz, Mary T.	Sacco, Eva R.
Finnegan, Helen R.	Salisbury, Dorothy E.
Frank, Cecilia M.	Schmidt, Helen L.
Gallant, Mary	Shea, Eleanor A.
Gallert, Rosalie	Sheerin, Katherine R.
Galvin, Mary M.	Silverman, Sara F.
Gray, Anna D.	Skalsky, Florence
Herman, Wanda A. A.	Spiegel, Sarah
Horwitz, Diana C.	Sullivan, Marie
Howe, Louise L.	Sullivan, Nora L.
Hurley, Alice M.	Twomey, Catherine A.
Kelleher, Mary J.	Walsh, Helen D.
Kelley, Dorothea M.	Wiklund, Evelyn M.
Larkin, Helen E.	Wildberger, Gertrude I.
Long, Marion A.	Wilson, Eunice M.
McCormack, Helen	Wood, Doris E.
McGrath, Anna	Ziergiebel, Myrtle A.
McLaughlin, Ruth	

SECONDARY FOURTH YEAR CLASS

Amirault, Eleanor	Globus, Nura
Appleblad, Edith J.	Goldberg, Frieda D.
Barry, Edwina M.	Goldstein, Selma
Berns, Anna S.	Greaney, Ethel T.
Brady, Catherine F.	Griffin, Mary E.
Burke, Rita M.	Higgins, Elizabeth A.
Clahane, Helen V.	Hopkins, Mary P.
Connors, Leonora R.	Kingsley, Beatrice E.
Coppola, Albina R.	Lawrence, Myrtis R.
Davis, Ruth L.	Levins, Leona B.
Dewar, Dorothy G.	Lord, Mary I.
Dolimount, Frances H.	MacKinnon, Margaret V.
Dubrow, Lillian	MacNeil, Marie T.
Duffy, M. Bernice	Magner, Florence
Dunn, Florence I.	Magnuson, Ruth M.
Foster, Edith M.	Maguire, Julia A.
Gaughan, Mary A.	Malaguerra, Marie
Ginsburg, Louise R.	McGillcuddy, Mary T.



Miller, Inez B.  
 Minton, Dorothea  
 Mitchell, Helen J.  
 Murphy, Irene  
 Nelson, Olive B.  
 Nichols, Mary E.  
 O'Brien, Barbara M.  
 O'Connell, Helen  
 O'Neil, Phyllis M.  
 Prohaska, Mary  
 Publicover, Marjorie R.  
 Purdy, Lillian A.  
 Quaglia, Prima

Ross, Catherine M.  
 Scanlon, Agnes C.  
 Seegel, Helen  
 Spelfogel, Mary  
 Sweeney, Mary G.  
 Thayer, Katherine E.  
 Tyner, Alice A.  
 Verstandig, Rose E.  
 Walsh, Anna G. C.  
 Welsh, Irene G.  
 Whitmarsh, Ruth A.  
 Woronoff, Mary

#### SECONDARY FOURTH YEAR CLASS (SPECIAL)

Armstrong, Anne E.  
 Bertagna, Eva A.  
 Clancy, Catherine I.  
 Collins, Katherine A.  
 Doherty, Catherine T.  
 Duncan, Ethel H.  
 English, M. Grace  
 Glavin, Ruth A.  
 Hayes, Helen F.  
 Heenan, Frances E.  
 King, Margaret R.  
 Loughlin, Catherine M.  
 Lyons, Mary A.  
 Madigan, Francette E.  
 Maguire, Louise V.  
 Mahoney, Rebecca M.  
 Malone, Ruth E.

McCarthy, Helen E.  
 McCarthy, Helen F.  
 McGovern, Mary E.  
 O'Shea, Frances P.  
 Purdy, Marian F.  
 Rollo, Sarah M.  
 Russo, Mary F.  
 Scally, Anne K.  
 Schlafman, Phyllis H.  
 Seary, Doris K.  
 Shultz, Anna  
 Slater, Alice V.  
 Sloan, Grace V.  
 Spindler M. Barbara  
 Watson, Helen D.  
 Young, Marjorie A. C.

#### SECONDARY FIFTH YEAR CLASS

Ambrose, Doris F.  
 Ambrose, Dorothea C.  
 Boshier, Marjorie A.  
 Cadigan, Angela M.  
 Colson, Myrtle A.  
 Connor, Mary G.  
 Cunningham, Thomas R.  
 Deery, Kathleen A.  
 Duplin, Irma A.  
 Fielding, Louise R.  
 Finn, Mary C.  
 Ford, Katherine M.  
 Goldings, Maxwell

Grandfield, Mary C. T.  
 Gray, Marguerite P.  
 Heath, Barbara  
 Heins, Paul  
 Herman, Florence I. B.  
 Maguire, Margaret M.  
 Margolis, Fay S.  
 Martell, Claire L.  
 Martin, Mary E.  
 Martini, Rose J.  
 McAnany, Mabel C.  
 McCulloch, E. Patricia  
 McLaughlin, Mary K.

Moloney, Francis X.  
Mooney, Mary C.  
Nugent, Dorothy  
O'Brien, Mildred G.  
Reid, Mary  
Ricker, Margaret  
Riley, Katherine A.  
Sadowski, Delia E.

Shea, Flora M.  
Shea, Marion R.  
Springer, Selma  
Thompson, Mary E.  
Vetterlein, Louise M.  
Walsh, Dudley J.  
Willson, Constance G.

# SUMMARY

Freshmen .....	124
Sophomores .....	104
Elementary Third-year.....	136
Secondary Third-year.....	53
Secondary Fourth-year.....	94
Secondary Fifth-year.....	41
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	552

# GRADUATES IN JUNE, 1931

Kindergarten .....	11
Elementary .....	158
Bachelor of Science in Education	
Students in course.....	27
Teachers in service .....	25
Bachelor of Education.....	27
Master of Education	
Students in course .....	30
Teachers in service .....	26
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	304

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BOSTON, MASS.









